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ABSTRACT

A guide for teachers of conversational Spanish is intended for the elementary school (grades 4-6) or beginning level. It is designed to introduce students to the sounds and pronunciation of Spanish, and uses the audio-lingual method. The guide contains introductory notes on the scope and sequence of skills and concepts, suggestions for classroom presentation, necessary and supplemental resources, and implementation procedures. Seven lessons follow on these topics: names, commands and school items, numbers, colors, days of the week, parts of the body, and family. Each lesson consists of a list of teaching procedures, content, and suggested games and activities. Notes on cultural content, suggestions for student projects, a student rating form, a reproducible coloring picture, and a certificate of achievement are appended. (MSE)

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ENSEÑANDO A LOS NIÑOS

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ENSEÑANDO A LOS NIÑOS

Developed With Funds Provided By A Competitive Teacher Grant Under The E.I.A.

CONTENTS

USER'S GUIDE	1
LESSON 1: NAMES	5
LESSON 2: COMMANDS / SCHOOL ITEMS	8
LESSON 3: NUMBERS	12
LESSON 4: COLORS	22
LESSON 5: DAYS OF WEEK	27
LESSON 6: PARTS OF THE BODY	31
LESSON 7: Family	32
CULTURE CAPSULES	35
PROJECTS	39
STUDENT EVALUATION	42
CRAYON PICTURE	43
CERTIFICATE	45

BRIEF PROJECT HISTORY AND DESCRIPTION

Since at present the study of Spanish is limited to three or four years at the high school level, Enseñando a los Niños was developed to introduce younger students (preferably in grades 4 - 6) to the study of simple Spanish. Its goal is to motivate and challenge students to learn Spanish while enjoying the activities.

Enseñando a los Niños is designed to introduce students to the sounds and pronunciation of Spanish. It is highly audio - lingual in that it stresses listening and speaking and its material elicits oral responses, a most important asset for communication.

TARGET POPULATION

Although Enseñando a los Niños is targeted for students at the elementary level, some of its activities may be used with students at the beginning level.

PREREQUISITE TO PRODUCT USE / PROCEDURES TO DETERMINE READINESS FOR PRODUCT USE

There are no prerequisites for students taking this course. However, since most of the activities call for guided practice drills through imitation and repetition, the teacher should be familiar with the basic concepts and vocabulary covered in the workbook.

SCOPE AND SEQUENCE OF SKILLS/CONCEPTS INCLUDED

Enseñando a los Niños consists of seven lessons that contain exercises and activities which afford the learner practice by listening, acting and speaking. The lessons can be used in any sequence, by themselves, or to supplement or vary any program. The teacher is responsible for providing variety and change of pace to insure maximun learning with minimun boredom for the learner.

The lessons in the workbook include the following topics:

1. Names
2. Commands/School Items
3. Numbers
4. Colors
5. Days of the Week
6. Parts of the Body
7. Family

Since awareness of a culture is one of the major elements of language programs, brief culture capsules have been included. The aim of the lesson is to make the learner notice, discuss and compare the Hispanic and American ways of life.

PROCESS TO BRING ABOUT DESIRED CHANGE: HOW CONCEPTS ARE TO BE PRESENTED

Enseñando a los Niños presents each concept through motions (Total Physical Response) and repetition, linking the meanings to pictures or familiar objects which the learner can see and touch. Class exercises consist of several "fun" activities for each student to do first in groups and ultimately on his own. Also included are minor writing assignments and enrichment activities. Positive reinforcement, praise and small surprises should accompany each activity.

Grading procedures must be left up to each individual teacher. I prefer a Pass or Fail system in which points are awarded for class participation, completion of assignments and evaluation of simple tests. Each student that completes the program is awarded acertificate of merit.

REQUIRED RESOURCES

1. A teacher that is not a fluent Spanish speaker should request the help of a Spanish teacher to demonstrate conversation techniques.

2. Each lesson lists the materials needed.

IMPLEMENTATION PROCEDURE

1. ANY UNUSUAL SKILLS OR INFORMATION A TEACHER SHOULD POSEES

As stated before the teacher, though not necessarily fluent, should have a basic knowledge of Spanish.

2. POTENTIAL PROBLEM AREAS IN IMPLEMENTATION AND METHODS FOR SOLVING THEM

1. Because the students will be excited about learning a new language it is imperative to communicate to them the importance of their cooperation in maintaining an atmosphere conducive to learning.

2. Since there may be a difference in ability levels within the class, some students will need more time and help with the exercises. To solve this problem, the teacher should have extra handouts for the more capable students, or have a buddy system where the more capable students are paired with the less capable.

SUPPLEMENTAL RESOURCES

To get more ideas on the teaching of T.P.R. I highly recommend the following books:

Asher, James J. Learning Another Language Through Actions: The Complete Teacher's Guidebook. California: Sky Oaks Production, 1983.

Cabello, Francisco. T.P.R. in First Year Spanish. California: Sky Oaks Production, 1985.

García, Ramiro. Instructor's Notebook: How to Apply T.P.R. for Best Results. California: Sky Oaks Production, 1985.

Also helpful are recordings of simple songs which may be obtained from the local public library.

The following list of Spanish names may be helpful when "baptizing" the Spanish class:

Ana	Alicia	Berta	Beba	Carolina
Carmen	Diana	Dorotea	Elena	Elisa
Flora	Felicia	Gilda	Graciela	Hortensia
Hilda	Inés	Irene	Josefa	Juana
Laura	Luisa	Mónica	Marlene	Norma
Nilda	Olga	Olivia	Pamela	Patricia
Ramona	Rosa	Sara	Susana	Teresa
Tomasa	Violeta	Verónica	Yvón	Yolanda

Alberto	Alfonso	Braulio	Benjamín	Carlos
Cristóbal	Diego	David	Esteban	Evelio
Fernando	Félix	Guillermo	Gerardo	Humberto
Hugo	Ignacio	José	Jaime	Juan
Luis	León	Manuel	Mario	Nicolás
Norberto	Orlando	Omar	Pancho	Pablo
Roger	Roberto	Simón	Samuel	Tomás
Tulio	Vicente	Victor		

Señor

Señora

Señorita

Lesson 1: Names

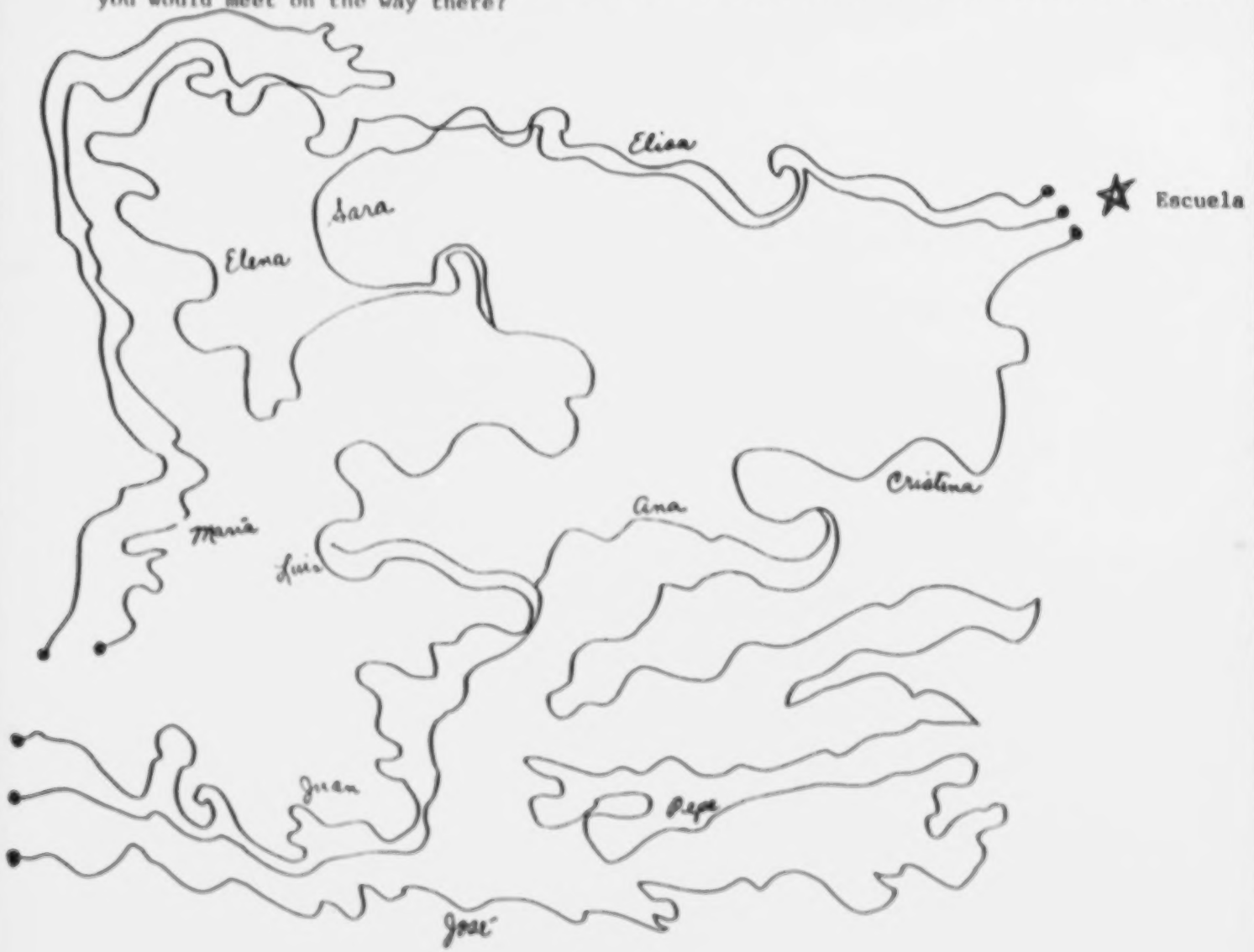
1. Introduce yourself and explain the program to the students.

2. Give each student a Spanish name. To make it easier on me, I write each name on an index card and with a clothes pin I pin the card to each of the students' shirt.
   Everyday I call each child to the front of the room to be "pinned," and they have to say "presente" or "aquí."

3. We spend time saying each other's name and at this time I also introduce the words señor, señora, and señorita.

4. Briefly explain Spanish names. At this age children like to learn about having two last names.
   For homework give the Escuela Puzzle. (Ask the students to sign their papers with their Spanish name and two last names).

If you wanted to go to la escuela which path would you take? Who are some of the people you would meet on the way there?



Lesson 2: Command/School Items

1. Call the roll.

2. Go over the homework indicating the correct path. Call on students to read the names which they wrote.

3. Introduce the commands T.P.R. style. Call two students to the front of the class to be your helpers. Tell the class that they must be very quiet and listen carefully in order to hear and comprehend what is being said. As Dr. Asher suggests, I tell the class the words that they will know by the end of the lesson. They will gasp in disbelief, but they will be able to follow the commands if they concentrate.

   Sit at the front of the room with your two helpers. Make sure everyone can see you.

   Tell the class that you will give a command and your helpers will imitate you. Later the class will join in responding to the commands.

   Say párese, and stand. (The helpers also stand).
   Say siéntese, and sit down. (The helpers also sit).

   Repeat this procedure several times, first with both helpers, then one at a time, and finally calling on the whole class.

   Following the same procedure introduce the commands that I have included. (You may add or delete commands to suit the needs of your class).

As you introduce a new command, review the ones previously learned.
*Always demonstrate with the aid of your helpers.

After the class has followed the commands, make smaller groups, boys, girls, by rows, by tables, etc. Keep narrowing down the groups until each one can respond to the command.

**At the beginning of each class period, thoroughly review before beginning a new lesson.

You have to repeat the commands constantly in order for the students to remember them.

(I do not introduce more than six commands during a class period).

COMMANDS:

1. levántese
2. siéntese
3. camine
4. párese
5. vírese
6. salte
7. despacio
8. rápido

After they have learned several commands, combine them. Example: Levántese, camine y salte rápido.

Have the list of commands that you are going to use for each lesson written on an index card. The pace of the lesson is so fast that it does not give you time to stop to think.

As the lesson progresses I also introduce the following words:

9.	libro	12.	silla	15.	piso	18.	deme	21.	escriba
10.	pluma	13.	mesa	16.	toque	19.	puerta	22.	abra
11.	papel	14.	pared	17.	ponga	20.	ventana	23.	cierre

At this time you may also give more extensive commands such as:

1. Ponga la silla en la mesa.
2. Siéntese en el piso.
3. Salte a la ventana.
4. Camine rápido a la puerta.
5. Déme el libro y escriba en el papel con la pluma.

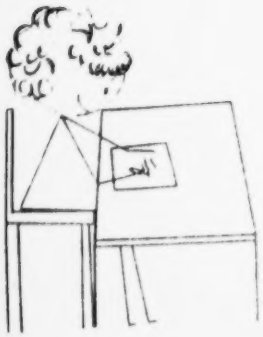
By combining the twenty three words you may form many sentences which the students will understand.

**Remember that all of the above are oral exercises.

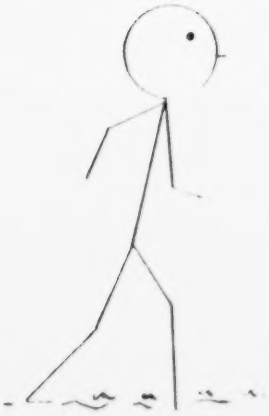
Use the enclosed handout for extra practice. Again, the exercise may be done in groups, or you may want to call on the students individually.

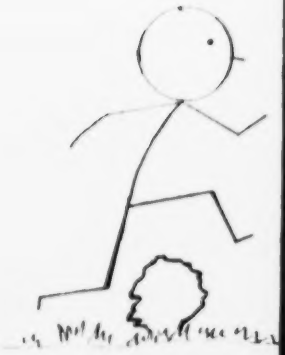
As you say a command, the students have to point to the picture that depicts the command given.

10



LIBRO
DE
ESPAÑOL





Lesson 3: Numbers 1-10/ Math Problems

1. Review the commands.

2. Introduce numbers 1-5.

   Count slowly, showing flashcards of the numbers. Also, have the students hold up their fingers as they count.

   REVIEW:

   a)Call out a number and have students hold up the number of fingers called.
   b)Call on individuals to hold up flashcards corresponding to the number you call.
   c)Call a number and have the students write it (the digit, not the word).

3. Introduce numbers 6-10 following the same procedure.

Students should now be ready to work the following puzzles:

a)dot to dot boat
b)dot to dot house
c)dot star puzzle (As you call out a pair of numbers, the students have to connect the numbers called. (You may want to use the following numbers: 9-4, 2-8, 6-9, 4-2, 8-6).
d)Middle number puzzle
e)Completion exercise. It is not necessary that they know the words as the students should be able to tell their meaning by looking at the pictures.
f)Crossword puzzle

These puzzles may be assigned for homework or used to review during class. I do not assign more than two written activities a day.

22

4. Introduce the words:

+	y
-	menos
÷	entre
x	por
=	son

Have the class repeat the words and drill using flash cards. You may review by saying one of the signs and asking students to write them on the board.

5. Write simple math problems on the board and call on different students to solve the problems orally. Then ask them to read the whole problem and its answer in Spanish.

6. Write numbers 1-10 on the board. Repeat and drill each number. The students should look at the spelling, hold up their fingers, and look at the flash cards.

7. Give each student the handout with the math problems. When everyone has finished, go over the problems by calling volunteers to write their answers on the board.

8. You may want to play a game in which two or three students run to the front of the room, get a slip of paper with a problem, write the problem on the board, and answer it in Spanish. (You may want to use some of the problems from the handout).

Example:
$$\begin{array}{r} 5 \\ +\,3 \\ \hline \text{ocho} \end{array}$$

Even when working with numbers you should review the commands. Example: Toque dos lápices, ponga tres papeles en el piso, etc.

Other numbers may be taught following the procedure outlined.

Conecta los puntos

. cuatro

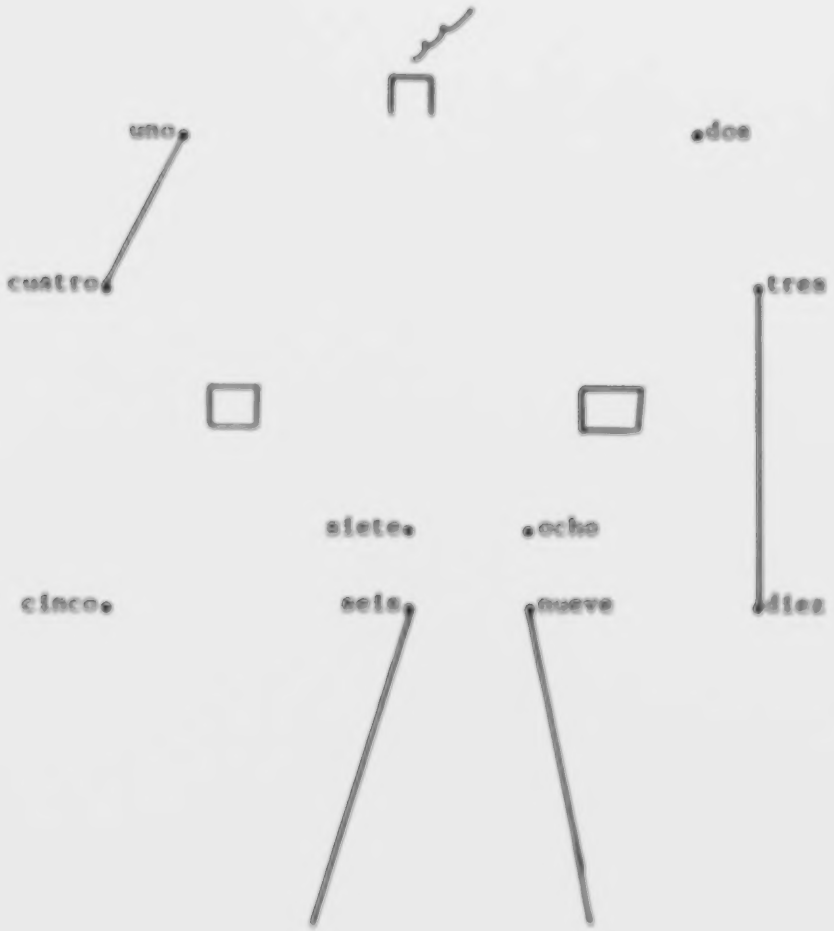
uno. .seis . nueve

ocho . . tres

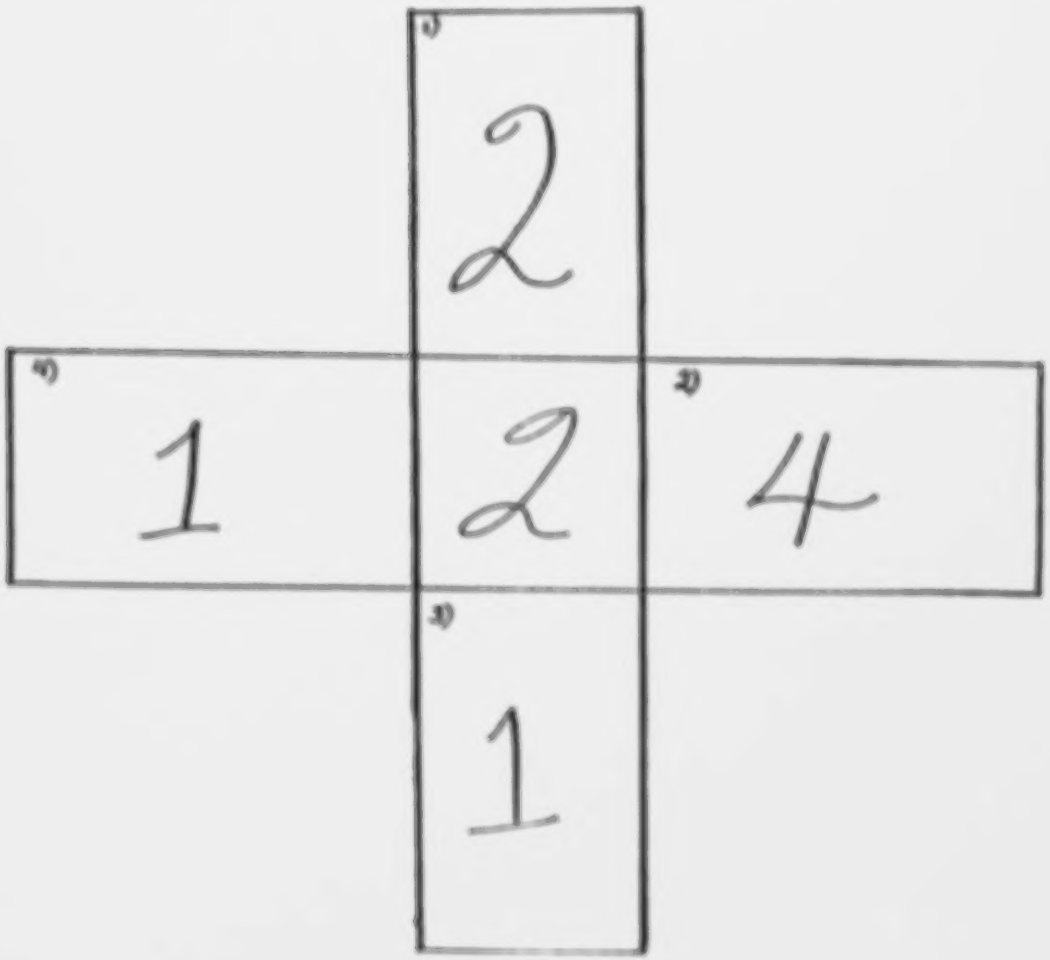
25

26

Conecte los puntos en orden consecutivo.



Add the middle number (2) to each of the numbers around it. Write out each answer (clockwise) on the given sketch. Then write out the sum of the numbers on each line.

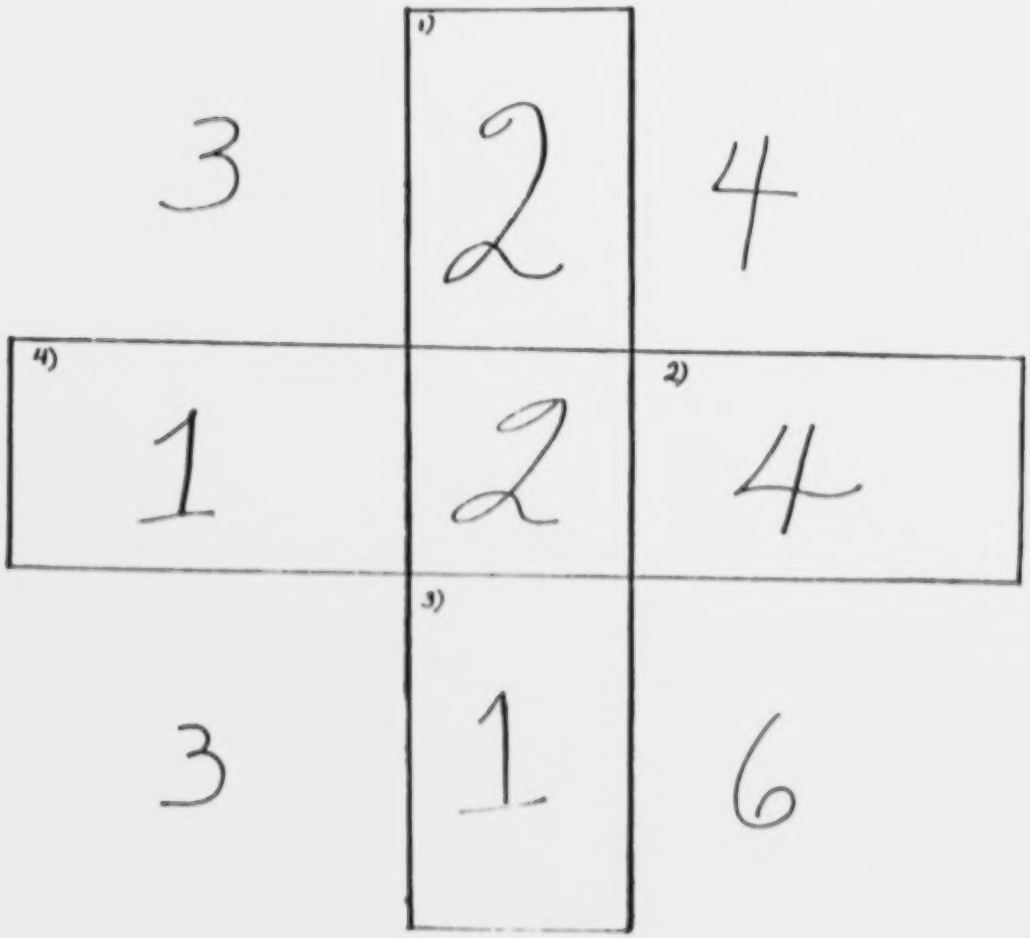


=

=

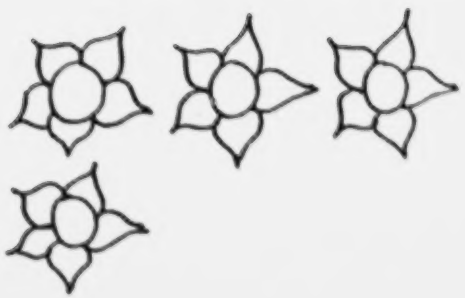
=

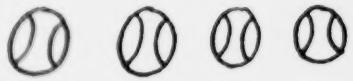
Add the middle number (2) to each of the numbers around it. Write out each answer (clockwise) on the given sketch. Then write out the sum of the numbers on each line.

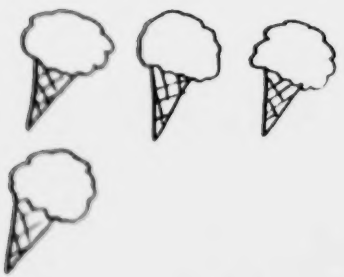


Complete the pictures so that they will match the following:

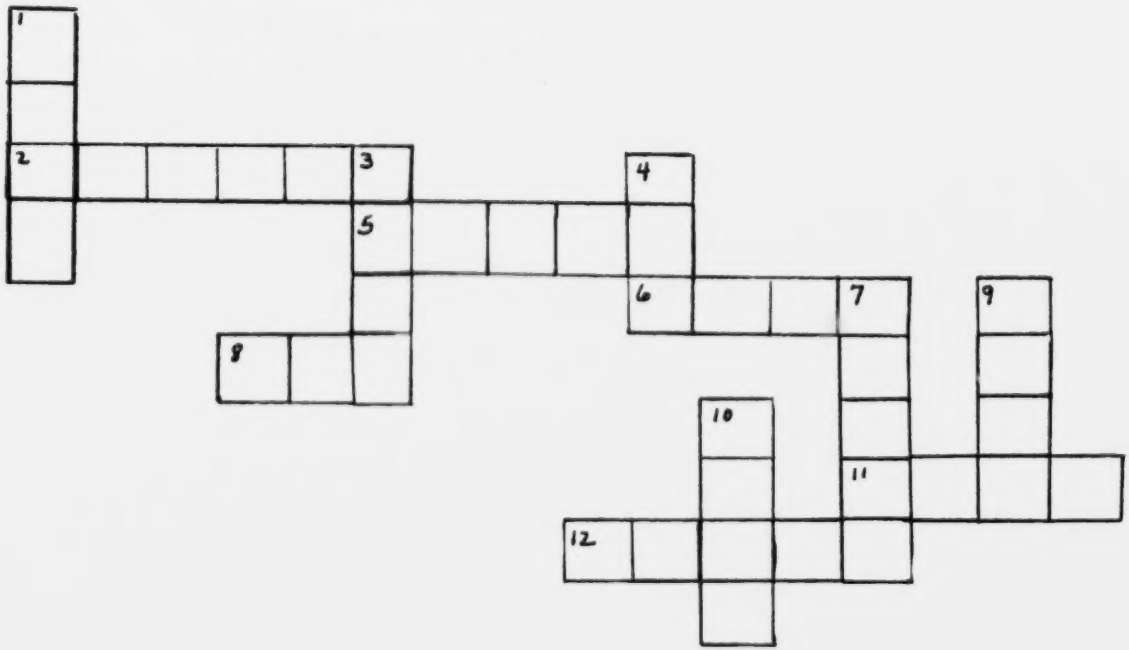
seis flores, cinco papeles, diez pelotas, ocho cerezas, cuatro sombrillas, diez helados.







Write the number which follows the given number.



HORIZONTAL

2. tres
5. cuatro
6. cinco
8. cero
11. dos
12. ocho

VERTICAL

1. once
3. siete
4. uno
7. seis
9. diez
10. nueve

Solve each problem by writing its answer in Spanish

Example:

$$\begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array}$$

cuatro

1. $\begin{array}{r} 3 \\ +\ 2 \\ \hline \end{array}$

2. $\begin{array}{r} 8 \\ -\ 5 \\ \hline \end{array}$

3. $\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$

4. 10 ÷ 1=

5. $\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$

6. 9÷3=

7. $\begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array}$

8. $\begin{array}{r} 4 \\ +\ 5 \\ \hline \end{array}$

9. $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$

10. 6÷2=

11. 8÷4=

12. $\begin{array}{r} 5 \\ -\ 4 \\ \hline \end{array}$

Lesson 4: Colors

rojo	blanco	rosa (rosado)
azul	negro	naranja (anaranjado)
amarillo	verde	violeta

1. Introduce colors using flashcards.
   Work with three cards at a time. (Introduce the three colors you consider the hardest first- they will remember those better!)

   Hold up a card or paper and say: "Esto es un papel, el papel es rojo."

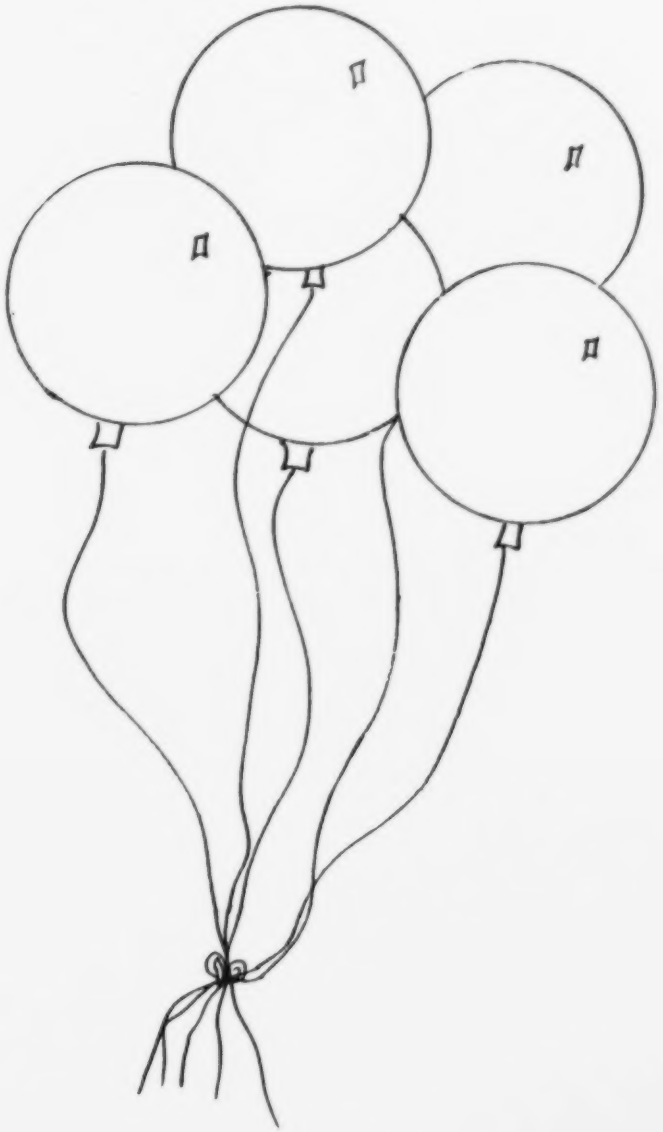
   Use the same procedure to introduce the other two colors. Once they are familiar with the first group, have them point at the card (or any item in the room) which has the color being called.

   REPEAT and drill many times.

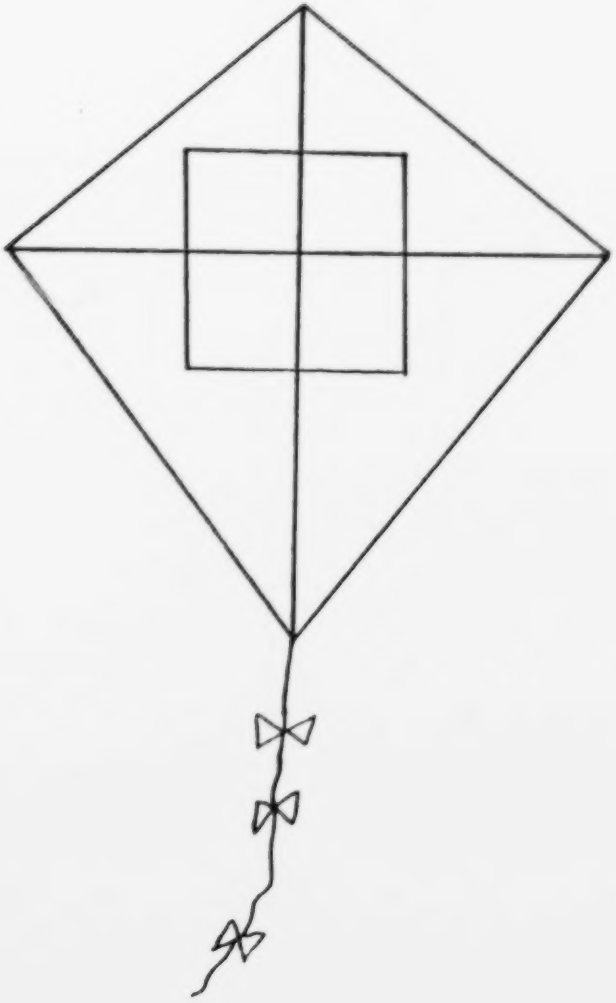
When the students have learned the colors, assign:

a) the balloon handout- the students have to color the balloons according to the given key.
b) the kite handout- you may either ask them to write the name of the color they used, or to be able to tell you orally.
c) the clown handout and/or the butterfly handout (These two handouts review colors and numbers).

Color the balloons, then write each color in Spanish



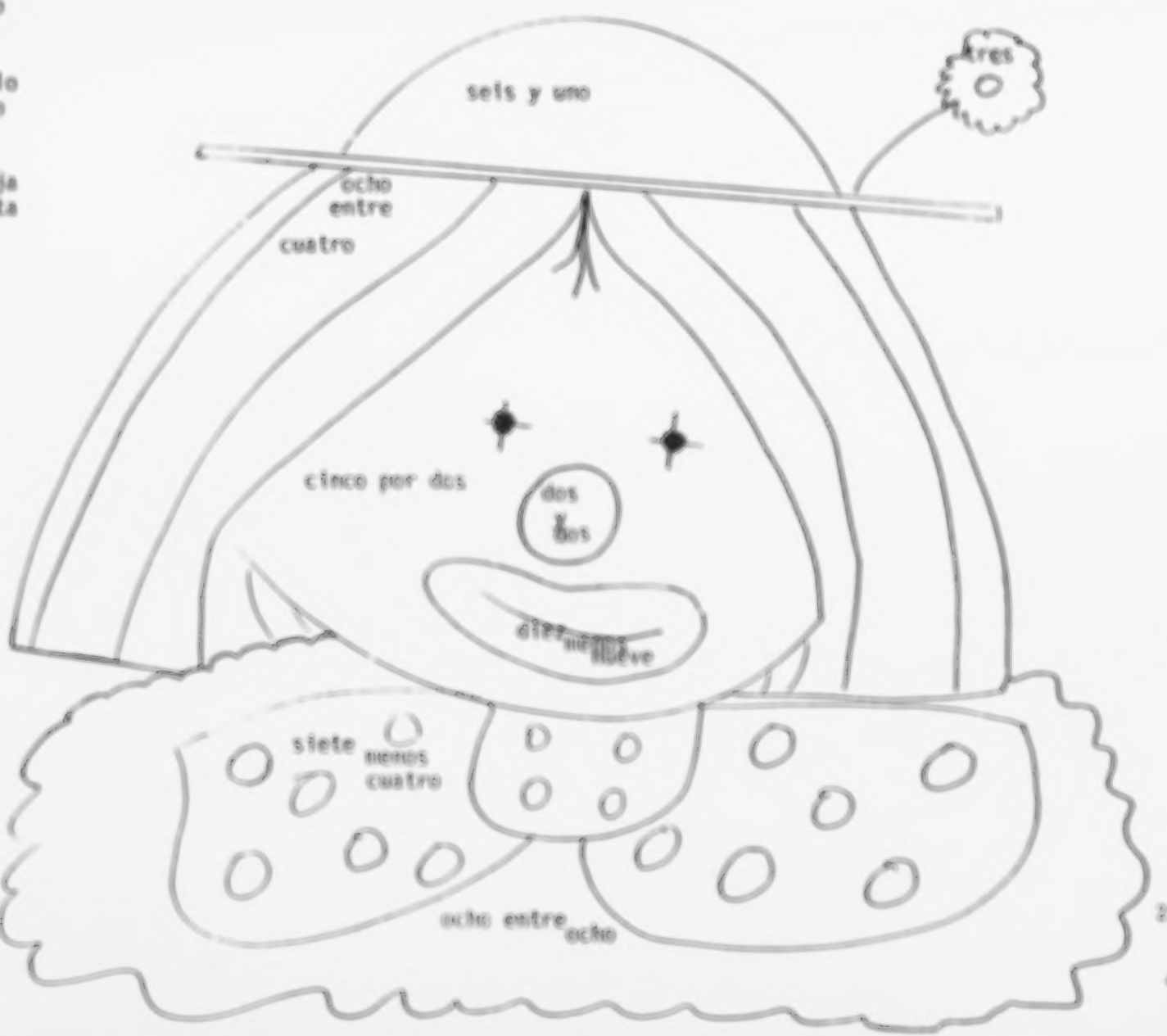
Color the kite with different colors, then write the name of each of the colors you used.



1.
2.
3.
4.
5.
6.
7.
8.

Solve the math problems, then color each part according to the color key.

cuatro-rojo
uno-blanco
diez-rosa
dos-amarillo
siete-negro
cinco-azul
tres-verde
seis-naranja
ocho-violeta



Solve the problems and color the butterfly following the color key given

cero-rojo
ocho-azul
uno- amarillo
dies-verde
doe- naranja

Lesson 5: Days of the Week

(I only teach three days at a time, so I combine parts of this lesson with another).

1. Review

2. (Let's assume that today is Tuesday). Show a calendar and say: "Hoy es martes." "Martes." Repeat martes several times pointing at the calendar every time you say it. While still pointing at the calendar ask: " ¿Qué día es hoy?" and answer your own question, "Hoy es martes." Ask the class the same question. If they cannot respond, you keep asking and answering until they get the idea.

3. While still pointing at the calendar say: "Mañana es jueves" and repeat the same procedure as before. Call on groups, individuals, etc. When you are ready to scream, change to another lesson, then for the next couple of days repeat the same procedure to introduce the next two days, and so on.

4. When the students have learned all the days, write them on the board. (Remember to explain that in Spanish neither the days of the week nor the months are capitalized).

5. Assign the Martian handout. (Later the students may color the picture and describe it to the class).

6. Assign the fill in the blanks houndout. This handout may be checked orally, or it may be written on the board.

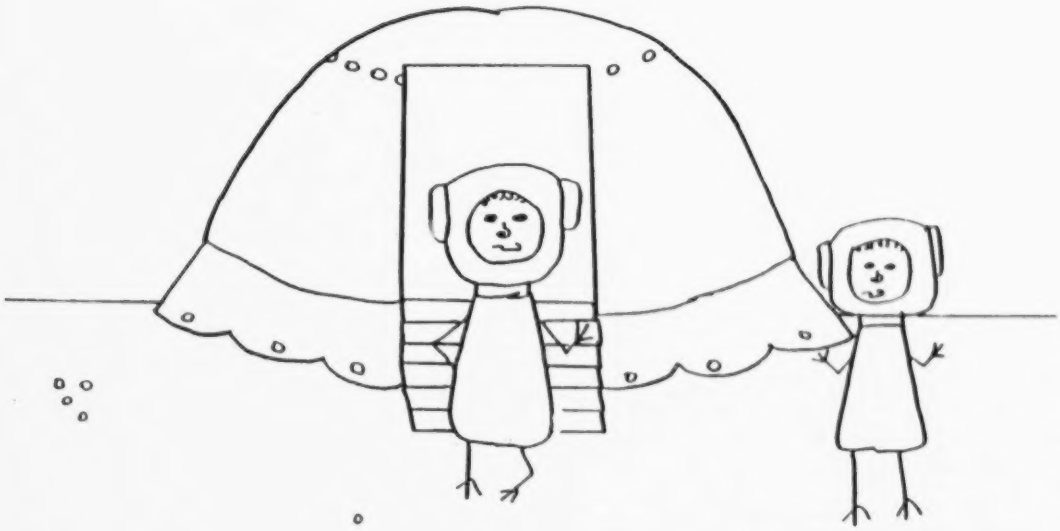
7. The students can further review the days of the week by making calendars.

After this unit, remember to begin each class with "Hoy es _____," or by asking, "¿Qué día es hoy?"

Two Martians have just landed in Mexico and they are confused as to what day it is. Could you arrange the days of the week in the right order for them? REMEMBER to ignore any extra words.

vienen domingo miércoles viernes sábado lunes jueves martes

lávalo huevo



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Fill in the blanks with the appropriate day of the week

1. martes, _____, jueves.
2. jueves _____, sábado.
3. sabado, _____, lunes.
4. martes, miércoles, _____.
5. miércoles, jueves, _____.

Lesson 6: Parts of the Body

1. Review

2. Vocabulary:

ojo	oreja	mano
nariz	cabeza	pierna
boca	brazo	pie

3. Touch your eyes and say: "Este es el ojo." Repeat el ojo several times, then give the command "Tóquese el ojo."

4. Introduce one word at a time, always going back to drill the ones previously studied.

5. Once they have learned all the words, give "crazy" commands such as: "Ponga la pierna en su silla." "Toque la silla con la oreja." "Póngase el libro en la cabeza y salte," etc.

6. Use a cardboard skeleton to drill the words. Ask students to touch the skeleton's head, arm, etc.

7. Play Simón Dice.

Lesson 7: La Familia

1. Review

2. Vocabulary:

madre	hija	abuela
padre	hijo	abuelo

3. Give the family members handout to each student. Introduce one word at a time. For example: (pointing at the mother) say: "Esta es la madre." "En su papel toque a la madre." The students will be able to understand both the command and the new vocabulary word, and will respond to it.

4. Call the names of the studied family members and ask the students to point to the picture corresponding to the name called.

5. Assign the family handout 2. The students must draw a line from the name of the family member to its picture

Family Handout # 2

Draw a line from the name of the family member to its picture.

hija

hijo

abuela

padre

madre

abuelo

CULTURAL NOTES

I.

A.

Hispanics are known to have many names. That is because in addition to having a first and one or more middle names, they have two last names. They use both their father's last name and their mother's maiden name. For example: Ana María Pérez González is a Hispanic girl. Ana is her first name, María her middle name, Pérez her father's last name and González her mother's maiden name.

Exercise 1: At this time ask the students to write their "complete" name as if they lived in a Hispanic country.

B.

Now, let's assume that Ana María Pérez González marries Juan Arturo Jiménez Rodríguez. Ana María keeps her name as it was before she married, and adds de (belonging to, or of) before her husband's last name. So now she is Ana María Pérez González de Jiménez.

Exercise 2: For practice give the students the following names and ask them what the ladies names will be after they marry the men paired with them.

1. Luisita Cruz Mares	Carlos Nuñez Vázquez
2. Alina López Muñoz	Andrés Bolaño Cárdenas
3. Margarita Génova Quintero	José Cordobí Armas

HOMEWORK:

Ask students to find out and write the complete name of three married females. (They can ask teachers, relatives, etc.)

C.

As explained before, after a couple is married and has a child, the child uses the father's last name followed by the mother's maiden name. So if Ana María Pérez González marries Arturo Jiménez Rodríguez and they have a son, Jesús Antonio, What would his last name be? (Allow students time to give you the answer). Jesús Antonio Jiménez Pérez. Of course, all of Jesús Antonio's brothers and sisters have the same two last names, Jiménez Pérez.

Exercise 3: Pretend that the couples on Exercise 2 have the following children. What are the children's complete name?

Carlitos*	(Carlitos Nuñez Cruz)
Catalina	(Catalina Bolaño López)
Mateo	(Mateo Cordobí Genova)

As you have probably noticed many Hispanics have religious names.

*The endings -ito, -ita mean "little". Example: Carlos means Charles, and Carlitos means Charlie.

II.

The school day of a Hispanic child is quite different from that of his American counterpart. Hispanic children usually go to school from 8 - 12. Then they go home for lunch and return to school to resume their classes at 1:30 or 2 o'clock until 4 o'clock. Hispanic children wear uniforms to school. Schools have no extra curricular activities, and except for some of the private ones, they do not provide transportation or books for their students.

III.

Except for the number 7 wich most Spanish people write like 7, there are not any significant differences between the Spanish and English numbers. However, there are a few facts that you may find interesting. For example:

1. When Americans count with their fingers, they begin count with the index finger; Hispanics, however, begin count with the thumb.

2. Hispanics do not consider Friday the 13th as an unlucky day. The day to beware is Tuesday the 13th.

3. In Spanish addresses the street name is written before the house number.

4. Many Hispanic schools have classes scheduled for half a day on Saturdays.

5. Monday is the first day of the week on Spanish calendars

IV.

Many Hispanic women wear dark clothing; some because they like it, and many because they are in mourning. Many Hispanics mourn the death of a love one by wearing black the first year then white or pastel colors for six months.

V.

If we visit a Hispanic home we may find different generations of a family living there. The Hispanic family is a close unit. When a Hispanic person talks about his family, he is referring to all his relatives. Because of this closeness grandparents are ususally welcomed to live with one of his children and their family, thus abolishing the need for nursing homes in most Hispanic countries.

VI.

Since most Hispanics are Catholic many name their children after saints. (Juan, José, María,etc.). Later, the children may celebrate their birthday, (cumpleaños), their Saint Day, (Día del Santo, the birthday of the Saint which this person was named after. For example, Patricia celebrates her Saint Day on March 17, St. Patrick's day), or both of these occasions.

Sing the following song to someone on his birthday:

Cumpleaños Feliz, Cumpleaños Feliz
Feliz Cumpleaños, (name)
Cumpleaños Feliz.

Because students enjoy and learn by doing projects, you may want to assign one to the class as a whole, or to groups or individuals.

ALL PROJECTS MUST REPRESENT SOME ASPECT OF SPANISH CULTURE

Art Exhibits - Handcrafts - Art work must be original and executed solely by the students. It can be a poster, painting, or creative stitchery designed and made by the students.

Architectural Model - The model must represent an architectural landmark of some country where Spanish is spoken. (A tower, castle, small village, etc).

Mobiles - The mobiles also must represent some aspect of Spanish culture and must be made by the students.

Pinata - It must be constructed by the students.

Any other ideas are welcomed, but make sure to check with your tea er for approval!

PIÑATA:

Materials:

1 large balloon(approximate size of finished piñata)
strips of newspaper
glue
tissue or crepe paper (or spray paint whichever you are going to use)

Directions:

Inflate balloon to desired size. Thinly coat newspaper with glue (you can make your own glue with flour and water) and affix to balloon surface until completely covered.

Repeat this procedure until the balloon has been entirely covered with three layers of newspaper. (Make sure each layer is completely dried before applying a new one).

Make the piñata stand on sheets of newspaper until dry, rotating occassionally. (It takes five to ten days depending on the weather).

You may want to deflate the balloon and remove it when the piñata is completely dry.

Using scissors, cut an opening at the point where the piñata will be filled (at the top when hanging).

Some people rather put the candy in the balloon after it has been inflated, but before covering it with the newspaper strips.

Starting at the bottom, decorate with frinqed strips of colored paper. (secure the paper with glue). use your imagination, plan before you start. Make sure to put a string on the top so it can hang.

On the last day I give the students the Evaluation form. As you can see it's simple, yet it gives me an idea of how they perceived my classes.

One last exercise...

I give each student the Letters Handout and one crayon. They must color the letters that have the numbers which are called out. (Call out numbers 7-9-6-1-12). They will spell the word ADIOS.*

Then I return all the papers with a certificate of excellence on the top.

*I have included another of this drawing which you may use as a "filler" after they have studied numbers and colors. Call out numbers 2-7-4-8. If they turn the papers up side down, they will have the word HOLA.

EVALUATION

Circle Yes or No

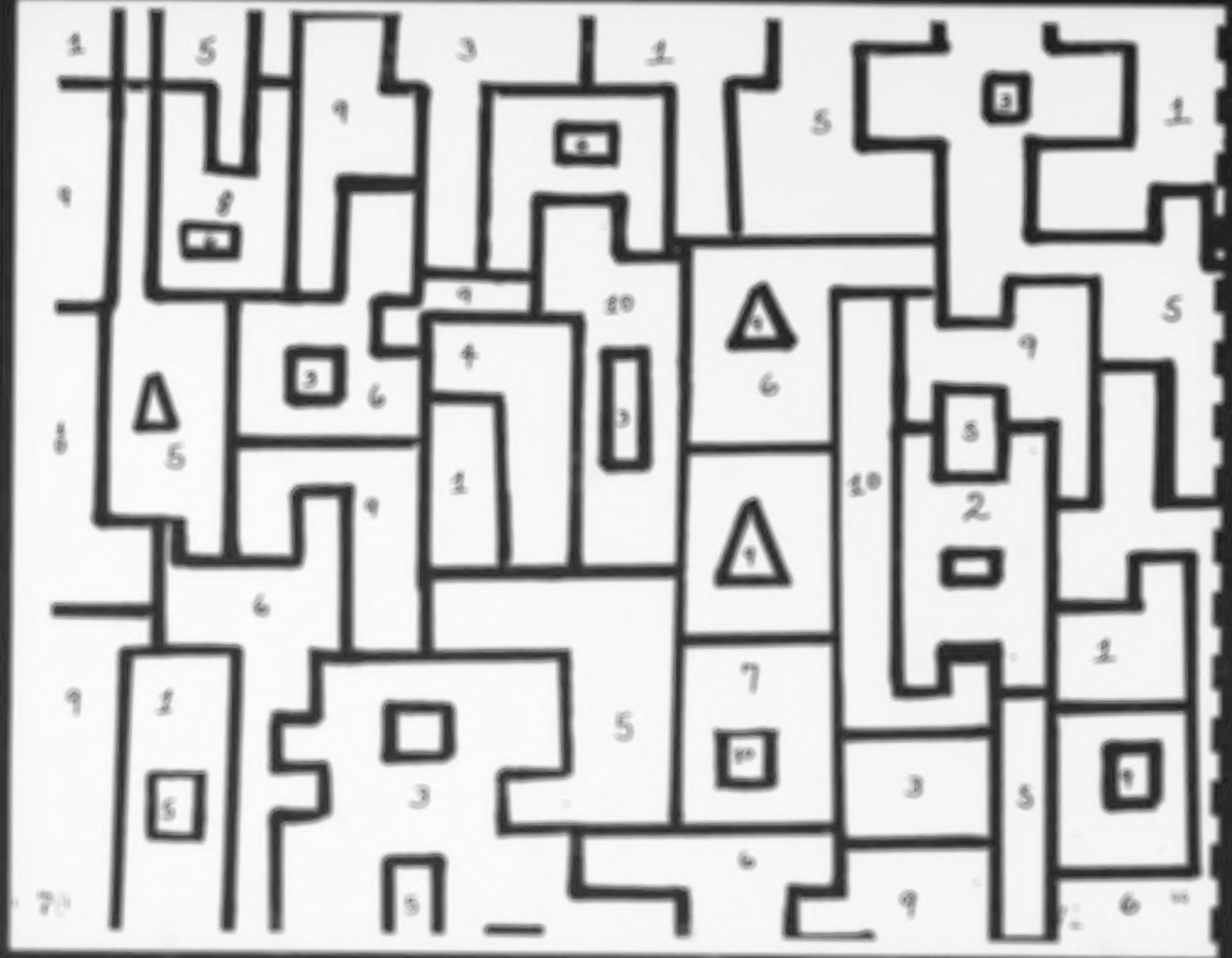
1.	THIS CLASS WAS HELPFUL	YES	NO
2.	I LEARNED MANY SPANISH EXPRESSIONS	YES	NO
3.	THE PAPERS I DID WERE HELPFUL	YES	NO
4.	IF I HAD A CHOICE I'D TAKE THIS CLASS AGAIN	YES	NO

LIST ONE GOOD THING ABOUT THIS CLASS

LIST ONE BAD THING ABOUT THIS CLASS

I WILL BE TEACHING THIS CLASS TO OTHER STUDENTS. TELL ME WHAT I CAN DO TO MAKE THIS CLASS BETTER.

THANK YOU FOR YOUR HELP!



CERTIFICADO DE HONOR

PRESENTADO A :

POR EXCELENCIA EN ESPAÑOL

PROFESORA:

FECHA: